

Unit Planning Guide: Grade 4 Unit 8 of 10

Unit Title: Examining, Investigating & Reporting	Pacing (Duration of Unit): 5 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RI4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area.

W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

e. Provide a concluding statement or section related to the information or explanation presented.

W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

L4.2 b Use commas and quotation marks to mark direct speech and quotations from a text.

L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

W6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- **Researchers use a variety of sources (print & digital) to assist in developing information on a specific topic.**
- **Inquiry gives students the opportunity to investigate, develop an understanding, and locate evidence to support their analysis.**
- **Publishing one's work creates an authentic audience beyond the classroom walls and provides opportunities for meaningful integration of technology.**

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- **What is synthesis? When I synthesize as a reader what am I doing?**
- **How does inquiry help me to learn more about the world around me?**
- **What are the essential qualities of publishing work in the 21st century?**

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- That a concluding statement serves as a restatement of the main idea of the information presented and can be used both orally and in print.
- Evidence is the facts or sources that support your analysis.
- Text has structure (e.g., chronology, comparison, cause/effect, problem/solution) and that structure impacts how the reader engages with the piece.
- That some ideas are best represented through audio or video rather than text.
- That the conventions of language are used when speaking and writing and that words and phrases can be chosen to convey ideas precisely.
- That publishing a piece means that it is edited and revised to get out to an intended audience. Publishing is not limited to typing and printing the piece- it may be best represented as a slideshow, movie, visual, or an audio piece.

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Applying word attack strategies to general academic and domain specific words in a context. (*applying*)
- Crafting a conclusion to an explanation. (*evaluating*)
- Taking notes and categorizing information from experiences and print and digital sources. (*applying*)
- Drawing evidence from texts to support analysis, reflection and research. (*analyzing*)
- Writing or orally recounting an experience in an organized manner and integrating relevant facts and details. (*applying*)
- Integrating audio and visual displays where appropriate in presentations to enhance the main idea/theme. (*applying*)
- Using commas and quotation marks appropriately in their writing. (*applying*)
- Collaborating with others either face to face or through technology to share an understanding or engage in inquiry. (*evaluating*)